

Preserving Early Childhood 2019

Digging in Educational Placement Data-Using Indicator 6 Data to Improve Outcomes

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Goals and Overview

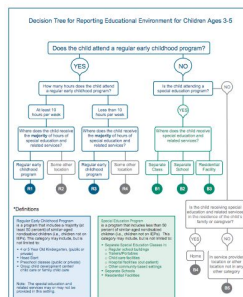
By attending this session you should be able to answer:

- How is the decision tree used for 3-5 year olds?
- What code should be used for ___ student?
- What does the data tell us as a district?
- How can we use the data to improve our practices?

Overview

Intro & environmental code activity
Sharing of WSD data - graphs 6A & 6B
Data dig on drilled down data
Reflection/small group discussion

[DPI Decision Tree for children ages 3-5](#)



Environment Codes

R1 - Attends regular EC program at least 10 hours per week. Majority of hours of SE and related services delivered in **regular** EC program.

R2 - Attends regular EC program at least 10 hours per week. Majority of hours of SE and related services delivered in **another location**.

R3 - Attends regular EC program less than 10 hours per week. Majority of hours of SE and related services delivered in **regular** EC program.

R4 - Attends regular EC program less than 10 hours per week. Majority of hours of SE and related services delivered in **another location**.

B1 - Child attends special ed program in a separate class.

B2 - Child attends special ed program in a separate school.

B3 - Child attends special ed program in a residential facility.

B4 - Services provided in the child's home.

B5 - Special ed and related services provided at a service provider location.

EE Code Scenario 1

- 4 year old attends 4K programming 2 ½ hours a day and is enrolled in wrap around care in a daycare center an additional 5 hours per day.
 - Special Education Services
 - Early Childhood: 30 min/day- reg. ed
 - Speech Language: 20 min/wk- sped + 20 min/wk- reg ed
 - Occupational Therapy: 25 min, 2x/mo-sped

EE Code Scenario 2

- 4 year old enrolled in 4K programming 2 ½ hour per day, 5 days per week
 - Special Education Services
 - Early Childhood: 100 min/day- sped
 - Speech Language: 20 min/wk- sped
 - Occupational Therapy: 20 min/wk-sped
 - Physical Therapy: 20 min/mo-sped

EE Code Scenario 3

- 4 year old, enrolled in full day Head Start programming (6 hours a day, 5 days per week)
 - Special Education Services
 - Early Childhood: 15 min/wk-sped + 15 min/wk-reg ed
 - Speech Language: 30 min 3x/mo-sped

EE Code Scenario 4

- 3 year old, attends child care at group daycare center 8 hours per day, 5 days per week
 - Special Education Services
 - Early Childhood: 145 min/day 2 days per week-sped (Early Childhood special ed classroom)
 - Speech Language: 30 min/week-sped
 - Occupational Therapy: 20 min per week, 2x/mo-sped

EE Code Scenario 5

- 3 year old, attends private preschool 2 days per week for a total of 4 hours per week.
 - Special Education Services
 - Early Childhood 30 min/wk: reg. ed
 - Speech Language: 30 min 1x/mo: reg. ed + 30 min 1x/ mo: sped

EE Code Scenario 6

- 3 year old, only at home with parents or other family member providing care during the day, no child care or preschool
 - Special Education Services
 - Early Childhood: 140 min per day, 4 days per week-spced, (Early Childhood Special Education Classroom)
 - Speech Language: 15 min/wk-spced
 - Occupational Therapy: 15 min/wk-spced

EE Code Scenario 7

- 3 year old, attends home daycare 1 day per week for 8 hours. Provider indicates that there are 3 other children who she provides childcare. It is unknown if any of the other children receive special education services
 - Special Education Services
 - Speech Language: 150 min/day, 2 days per week-spced (Phonology classroom) + 30 min/wk-reg. ed

EE Code Scenario 8

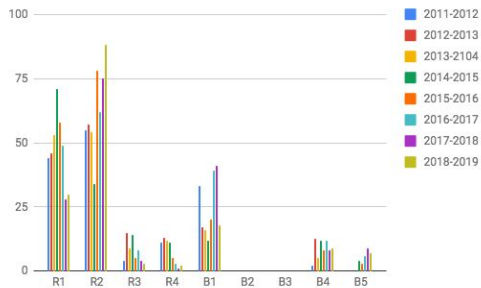
- 3 year old, only at home with parents during the day, no child care or preschool
 - Special Education Services
 - Early Childhood: 30 min. 1x/wk-home
 - Occupational Therapy: 30 min 2x/mo-home
 - Physical Therapy: 30 min 2x/mo-home
 - Speech Therapy: 15 min 1x/month-team consult

EE Code Scenario 9

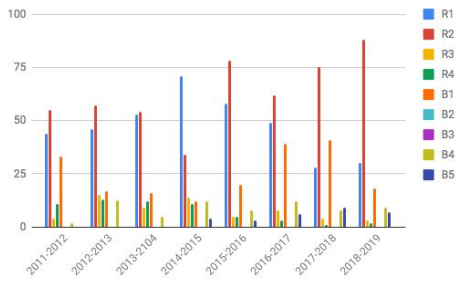
- 3 year old, only at home with parents during the day, no child care or preschool
 - Special Education Services
 - Early Childhood: 2x/mo @ Family Resource Center Playgroup w/family present/participating
 - Speech Language: 2x/mo @ Family Resource Center Playgroup w/family present/participating

Indicator 6 - data overview 2011 - current

2011-2019 Fall indicator 6 data graph - by indicator

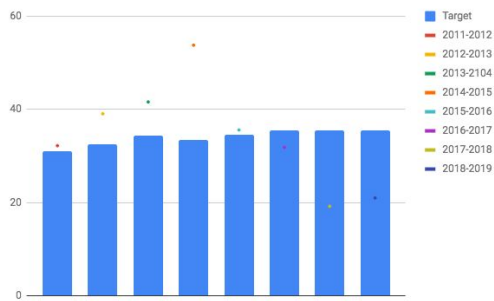


2011-2019 Fall indicator 6 data graph by indicator



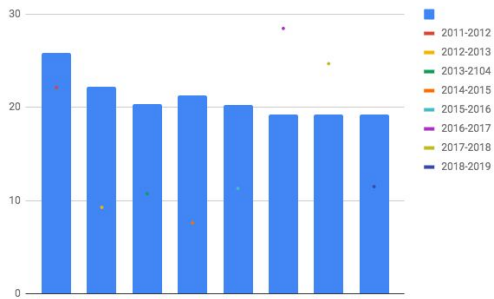
6A) Percent of children aged 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. (R1 + R3). Target is at or above.

6A



6B) Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility. (B1+B2+B3). Target is at or below.

6B



Data Dig Questions

- 1) What patterns emerge from the data across the years?
- 2) What factors impact the patterns?
- 3) What celebrations can be identified?
- 4) What areas for improvement can be identified?
- 5) What are "next steps" - actions?

Data broken down by area of impairment

[Wausau School District Indicator 6 Data Spreadsheet](#)

Action steps

- 1) Considering regular education environment location as first option for service location at every IEP meeting.
- 2) Sharing data findings with a variety of stakeholders.
- 3) Exploring service delivery models across the state for impairment areas.
- 4) Continually examining preschool options supported within the District.
- 5) Training and supporting staff in exploring regular education service delivery options and identifying environmental codes.

Table Discussion

What next step will you take within your district/program related to where students are receiving special education services?
